

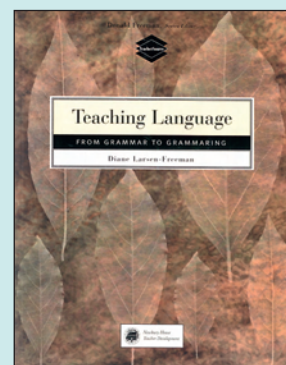
Teaching Language: From Grammar to Grammaring

Diane Larsen-Freeman

In this book, Diane Larsen-Freeman explains her unique coining of the concept *grammaring* as follows: “For the purpose of teaching and learning a language, I suggest that it would be better to think of grammar as a skill or dynamic process, something that I have called *grammaring*, rather than as a static area of knowledge.” Her model proposes that it is impossible to deal with grammar, the *form* of language, without considering its ties to *meaning* and *use*. She avoids hierarchy by dividing the pie chart that represents language equally among these three dimensions. Icons clearly mark the three strands through which she develops this idea. The *Framework* sections provide the author’s thoughts; *Teachers’ Voices* link those ideas to the views of practitioners in the field; *Investigations* offer questions and tasks to further explore the claims, and could be used alone, as reflective exercises, or as possible discussion points or assignments in a teacher training context. While there are a few examples of successful techniques, the strength of this title rests in its thoroughness—it draws on developments in the world of corpus linguistics, SLA research, and even physics—and in its clarity. If you want to reframe your view of grammar, read this book!

2003 (first edition), 170 pages

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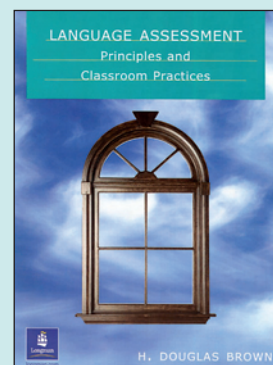
Language Assessment: Principles and Classroom Practices

H. Douglas Brown

This resource book for teachers continues the practical and accessible style for which Brown has become well-known, namely through his other key titles, *Principles of Language Learning & Teaching* and *Teaching by Principles*. Principles indeed, are what pull these three titles into an indispensable trilogy for any current or future teacher. In the first five chapters, Brown establishes a base for understanding assessment by covering such principles as validity, practicality, reliability, and washback. He then discusses how the principles influence assessment design and how they can be used to evaluate the omnipresent standard tests. This section includes examples from TOEFL, IELTS and TOEIC. In the subsequent six chapters, Brown goes beyond discussing the whys and engages readers in a thorough exploration of the hows, the nuts and bolts of developing and designing assessment tools. Readers will find step-by-step instructions for creating tests on one of the four skills as well as frameworks for implementing portfolios, learning logs, teacher-student conferences, and other forms of alternative assessments. Each chapter contains useful websites, recommendations for further reading, and five to ten exercises for individual, pair, and group work and classroom discussion, making this title an ideal tool for universities and training programs as well.

2004, 324 pages

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